K-5 ELA Lesson Plan

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| **Teacher:** | | **Grade: 3** | | | **Date(s)**: |
| **Unit Title: Prove It** | | | **Corresponding Unit Task: Text Evidence Organizer** | | |
| **Essential Question(s): How can text features help me locate text evidence?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Chart Paper, Markers  McGraw-Hill Science Textbook  Anchor Chart (See examples) | | | | **explanatory text-** a written selection intended to explain an idea, a topic, or a process  **organization –** the way ideas are put together  **text (textual) evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science  **text features –** How expository text physically looks on the page  **water cycle** – The movement of water from place to place and from one form to another form  **evaporate** - To change from a liquid to a gas  **condense** – To change from a gas to a liquid  **groundwater** – Water that is held in rocks and soil below the surface  **conserve** – To use something wisely, not wastefully. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Reading**  **Standards: RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.2**. - Determine the main idea of a text; recount the key details and explain how they support the main idea.  **I Can:**   * I can use text features to locate relevant information on a topic. * I can recount key details   **Instructional Plan:**  Build Background:   * I will build the students’ background knowledge about water conservation by viewing the following Discovery Streaming video: Source of our Life: Water in our Environment   <http://player.discoveryeducation.com/index.cfm?guidAssetId=3935E8FC-C2A1-4BDE-9969-4D962CDAEAEC&blnFromSearch=1&productcode=US>  Modeled (I Work, You Watch):   * I will model fluent reading and think aloud while reading the first section of Lesson 4: Water in Sea, Land and Sky p. C28 *(Note: I will address the following Tier 2 words as they are encountered within the text:* ***water cycle, evaporate, condense, groundwater, conserve****)* * **Think Aloud Notes** – I will model taking notes about important information while reading aloud.      * I will create a text features anchor chart that will eventually identify the different types of text features and how using text features can help support claims they make about what they read. * Using the text and think-aloud notes page, I will model the correct way to complete the text evidence graphic organizer.     Shared (We Work Together):   * The students will continue reading the text chorally. * After reading the second section (How Can People in Dry Places get Water?; P C30), students will begin recording the information from the class think-aloud notes and textbook on the text evidence graphic organizer. * After reading each section, students will use the text features anchor charts to identify the different text features in each section.     Guided Practice (You Do, I Help):   * The students will work with a partner to complete the text evidence graphic organizer on the next section (How Can We Get Water from the Ground?; P. C32)   Independent Practice (You Do):   * Once students have successfully worked with a partner to complete the graphic organizer for the next section, students will independently complete their graphic organizers using the last section of Lesson 4. (Why Should We Conserve Water?; P. C33). | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Writing**  **W.3.4**. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **I Cans:**   * + I can write with development.   + I can write with organization.   **Instructional Plan:**   * **Text Features Anchor Chart:** *(The purpose of completing this anchor chart at this time is to provide relevance for text features before completing the text evidence graphic organizer.)*   I will create a text features anchor chart with the class. Characteristics of the anchor chart will include:   * Habits of good readers and writers * Text Features * Parts of Stories * How to using text features will help me to become a better reader * How to cite textual evidence   Modeled (I Work, You Watch):   * Prior to reading the lesson, I will walk the students through a brief “text features scavenger hunt” where students will identify the text features in the lesson.   **Note-taking:**  Modeled (I Work, You Watch):   * I will model taking notes about important information while reading aloud the first section of Lesson 4 (How Much of Earth’s Surface is Water?). * I will model the correct way to complete a text evidence graphic organizer.   Shared (We Work Together):   * The students will continue reading the text chorally. * After reading each section, students will be probed to add details from each section to the class think-aloud notes pages as well as take individual notes. * The students will work with a partner to complete the text evidence graphic organizer on the next section (How Can We Get Water from the Ground?).   .  Guided Practice (You Do, I Help):   * Once students have successfully worked with a partner to complete the next section, students will then independently complete their graphic organizers using the last section of the lesson (Why Should We Conserve Water?). | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Word Study**  **L.3.6**. - Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  **I Cans:**   * I can learn words that are important for third grade readers such as water cycle, evaporate, condense, groundwater, conserve. * I can use words that are important for third grade reader such as water cycle, evaporate, condense, groundwater, conserve.   .  **Instructional Plan:**  Modeled (I Work, You Watch):   * I will have students go back to the words **water cycle, evaporate, condense, groundwater, conserve** after reading the text. The words were explained through the context of the lesson. Students will record words in their science vocabulary notebooks. * I will also point out words addressed are in **bold print** are an important text feature because those words help you locate specific information to support any claim made about what is read.   Shared (We Work Together):   * I will assist students with recording the other key terms from the chapter in their vocabulary notebooks in order to verify if the students are following the protocol for vocabulary notebooks.   Independent Practice (You Do):   * Students will record the remaining key terms in the vocabulary notebook independently. | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  Independent | **Speaking & Listening**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  **I Cans:**   * I can engage in discussions on 3rd grade texts and topics.   **Instructional Plan:**  Guided Practice (You Do, I Help):   * TLW engage in a discussion with the teacher and peers while completing the note-taking section and the text evidence graphic organizer. | | | | |
| **Closing/Summarizing Strategy** | The students will:  Summarize the lesson through the use of notes they took from the lesson as well as the evidence gathered on their graphic organizer. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * The students can read the article “Water Conservation for Kids” and cite additional strategies on their graphic organizer that will support why it is important to conserve water. | | * Some students may use sticky notes to mark textual evidence in the selection and then transfer the sticky notes to the graphic organizer. * I will provide students with a template that will help students to organize their notes. | | | * The use of the anchor chart will help ELL students have a visual of the different text features that they may encounter when reading. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The use of the notes-taking page and text evidence graphic organizer will help me to understand whether or not students are using text features to cite evidence to support any of the sections in the lesson from the textbook. The graphic organizer will serve as evidence of mastery of the concept and will assist in adjusting individualized instruction as needed. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*